which entails thick cognition with many highly correlated factors. The study is concluded with practical and theoretical concerns emerging out of this focus on discourse synthesis within hypermedia.

**Integrating Technology Into the Curriculum**
Rosanne Yost, University of South Dakota, USA; Ray Thompson, University of South Dakota, USA

This session describes a teacher education course designed to help K-12 educators integrate technology into their curriculums. The Technology for Training and Development (TTD) Division at the University of South Dakota has developed the course by using the same curriculum planning process that the course is designed to teach. The overall goal of TTD 782: Technology Integration, is to help teachers develop an understanding of the potential for technology to transform school curriculum so that it is student centered and future orientated. As the professors have modeled the curriculum planning process they teach to their students they have themselves become better at using technology. The benefits to both teacher educators and classroom teachers have included classrooms where active learning occurs and where students gain some control over there own learning. A variety of learning styles and needs are now being met as teachers and students learn "how to learn" together.

**Using Web Resources to Enhance the Interdisciplinary Nature of Freshman Preceptorial Course**
Kesheng Yu, Union College, USA

The purpose of this poster is to demonstrate the design and development of the web-based set of materials designed to help instructors become familiar with topics or readings in which the preceptors' group has little expertise. The focus of Freshman Preceptorial is on cultural difference and on contemporary issues seen in historical or philosophical perspective. Three Freshman Preceptorial projects were funded in 1998 and 1999. While two of these projects are still in the progress, the Resources for Teaching the Bible are finished. This website is designed for faculty teaching and students taking Freshman Preceptorial, though others are certainly welcome to use it. While the demonstration of the design and development of the web resources, the effect of web resources on Freshman Preceptorial course and student attitude toward the use of the web resources would be discussed as well. The URL for the web site: http://www.union.edu/RESOURCES/curriculum/fpbible/

**Development of a Virtual University Online Course Using an Interprofessional Approach to Teach Qualitative Research**
Cheryl Zaccagnini, Shippensburg University, US; Denise Anderson, Shippensburg University, US; Kent Chrisman, Shippensburg University, US

Using an interprofessional approach, a qualitative research course was designed and taught as a virtual university course. Professors from the disciplines of early childhood, special education, and social work developed a qualitative research online course to utilize virtual university resources to reach graduate and undergraduate students at distant education sites. It was developed to implement the course as an interactive research course with web-based programming and video conferencing sites to enhance the quality of the course and to provide sufficient web-based content but most importantly to create an atmosphere of communication and connectedness with the professors and students at other sites. Syllabi was developed using a team teaching approach with access to the professors via video conferencing, e-mail, and web-based instruction. Formative and summative evaluation results indicate that teaching qualitative research through virtual university resources can be an effective alternative.

**Going the Distance:Offering Design Curriculum in the University of Utah’s Distance Learning MFA in Directing/Theatre Education**
David Zemmels, University of Utah, USA

In the fall of 1999, the University of Utah’s Department of Theatre, in collaboration with Sundance Institute/Sundance Theatre Lab admitted the first cohort to its pilot distance learning MFA in Directing/Theatre Education. The intent of this session is to provide an overview of the pilot program—its underpinnings, its infrastructure—and examine one solution to offering a theatrical design course within the parameters set by the program. Demonstration and examples of assignments and delivery methods will help conference participants envision ways to use distance learning technologies as part of program development at their home sites.

**Merging Fine and Performing Art with Digital Technology:An Exploration of the University of Utah’s Arts Technology Certificate Program**
David Zemmels, University of Utah, USA

Successfully integrating traditional forms of artistic expression with digital technology is an ongoing challenge in the fine and performing arts. In the 21st Century, digital art forms will likely become even more important. Computer technology has become a pervasive and necessary aspect of the arts, whether you are a music therapist, art historian, actor, musician, designer, photographer, or painter. This past fall, the University of Utah’s College of Fine Arts began the Arts Technology Certificate Program, an interdisciplinary pilot program offering classes in digital